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Director of Training

1 August 1960

Chief Instructor, Instructional  
Techniques Course

Final Course Report, Instructional  
Techniques Course No. 47

Document No. 28  
NO CHANGE in Class. ☐  
☐ DECLASSIFIED  
Class. CHANGED TO: TS S (C)  
DDA Memo, 4 Apr 77  
Auth: DDA REG. 77/1763  
Date: 060278 By: 025

I. Characteristics of this Course.

The student body was composed of six contract and one staff employee of LAS whose primary responsibility is instruction in various languages offered by the Office of Training.

II. Administrative Factors.

- A. Dates: 26 - 28 July 1960 (18 hours)
- B. Location: 2925 Quarters Eye, LAS
- C. Number of Students: Seven from LAS
- D. Grade Level: One, GS-13; Six contract
- E. Educational Level: Two students claimed Bachelor Degrees, two claimed work beyond Master's Degrees, three claimed advanced study in European schools.
- F. Assignments: All students are required to perform instruction as a part of their assigned duties.

III. Academic Factors (Refer to attached Course Outline)

A. Objectives

- 1. To develop an acquaintance with the learning process.
- 2. To familiarize the student as to how the principles of learning are applied to instruction and offer practical teaching experience in applying them.

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### **B. Determination of Course Content**

1. Objectives and course outline were determined in previous meetings with Deputy Chief for Language Training with respect to job-related tasks required of his instructors.

2. Course outline was designed specifically to meet these predetermined objectives.

3. To meet specific needs of this group of students, the present course was tailor-made in two ways: (1) by selection and emphasis of instructional methods covered and (2) by student application to content they would be teaching.

4. Underlying philosophy was one of directed discussions and guided student activities consistent with objectives of course.

5. Based upon the experiences of this course running, the next running will be slightly modified. Such modifications will be made in collaboration with Deputy Chief for Language Training.

### **C. Methods of Instruction**

1. In every aspect of training, the students were responsible for participating directly in the classroom activities or were responsible for critiquing or evaluating indirectly the classroom activities of other students.

2. The methods of instruction comprised the following: study periods; instructor-directed class discussion periods (covering items not included directly in handouts and stressing certain key points included in handouts); presentation by each student of a talk; a drill session; student oral and written evaluation of other class member presentations, with a summary evaluation by the instructor.

3. A time analysis of the ITC curriculum indicates the following approximate division:

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Administrative	2%
Student study periods	10%
Directed class discussions	52%
Student presentations and class critiques	<u>36%</u>
	100%

4. For each major topic the sequence of instruction was designed to provide for student application immediately after class discussion of the topic; e.g.:

- a. Study period to read handout on speech techniques and make final preparation for individual classroom presentation of a talk.
- b. Class discussion on speaking techniques.
- c. Presentation by each student of a 5-minute talk in the subject area in which the student is teaching.
- d. Instructor and class evaluation of each student performance, using written critique guide.

**D. Student Performance and Methods of Evaluation**

1. Insofar as possible, the principles of learning and teaching were applied to the evaluation methods.
2. Each class session was conducted primarily on a discussion basis involving an extensive use of oral questioning by the instructor, and contributed to by the students. Such questioning served also as an evaluative device, primarily for the benefit of the student to ascertain his grasp of the subject matter under discussion.
3. In conducting each practical exercise, the principle of immediate feedback was applied to maximize learning. Immediately following each individual presentation, a student would be orally critiqued by class members and the instructor. Written critique forms were used to guide these critique discussions. At the close of the oral critique the completed forms were turned over to the student so he could review the ratings and specific comments made by the other class members and the instructor.

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4. Upon the basis of these critiques and class participation, the determination was made that each student satisfactorily completed the course.

5. The student attitude toward this course running was very gratifying to the instructors. The students evidenced considerable enthusiasm for the subjects offered and methods of presentation and in several cases requested more time be allotted to the ITC. It is planned that the ITC instructors will return subsequently to LAS to observe these several students in their actual teaching situations and to consult with them relative to any instructional problems they may have.

6. The final evaluation report to the supervisor and the student, as well as for personnel record purposes, is in the form of a narrative report specifying course objectives and material covered, with a brief statement added, where applicable, noting strengths and weaknesses of each student. (Copy of final evaluation report attached.)

#### **IV. Recommendations**

None at this time.

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#### **Attachments:**

As stated above

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